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ABSTRACT

Project PROBE, supported by USOE, conducted in fall 1967 a survey of social studies teachers and teaching in cooperation with the Catskill Area School Study Council. In the Project's service area, including all or part of 5 counties in upstate New York, questionnaires were mailed to one-third of the elementary teachers and to all of the secondary social studies teachers. A return of about 60 per cent of the questionnaires yielded usable data on 168 elementary teachers and 80 secondary teachers. The report presents data on elementary and secondary teachers separately, including personal characteristics (age, sex, and marital status), professional background (especially inservice education), expressed needs in the areas of curriculum planning and method and skill development, subjects taught (secondary only), availability and use of audiovisual aids, and desire for various types of additional training. A substantial majority of both elementary and secondary teachers indicated interest in getting additional inservice training in new social studies/social science content and method. (IAM)

SO
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The Home

An Inventory of the Needs of Teachers

The Community

The State

The Nation

PROBE

of Social Studies in the CatsKill Area Schools

SO 000 028

The World

March 1968

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ELEMENTARY AND SECONDARY SOCIAL STUDIES SURVEYS

PROJECT PROBE

December, 1967

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for

The Catskill Area School Study Council and Project PROBE

Project PROBE

A Project for the Advancement
of Creativity in Education

PL 89-10 Elementary
and Secondary Education Act

Sponsored by the Board of Cooperative Educational Services
Sole Supervisory District of Otsego County
in Cooperation with the Catskill Area School Study Council

135 Old Main
State University College
Oneonta, New York 13820

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Elementary Social Studies Survey

During the fall of 1967, questionnaires about the teaching of social science were mailed to one-third of all elementary school teachers in the Project PROBE service area - four school districts in Montgomery County, three in Schoharie, and one in Herkimer in addition to Chenango, Delaware, and Otsego counties. The purpose of this study was to examine the backgrounds of these teachers and to determine their classroom needs.

Of the 279 questionnaires sent out, 184 or 65.9% were returned and 168 or 60% were usable. (Returns made after the November, 1967, deadline were not included in the analysis.) Statistical analysis was based on the 168 usable returns except in obvious instances where another basic figure was required--as with question in the area of interrupted teaching, for example. The respondents, 96% of whom operated in self-contained classrooms, were fairly evenly distributed throughout grades K-6. Teacher background information revealed by this survey correlates well with that determined by earlier science and economics survey.

Questions of background revealed that 93% of the respondents were women and 84% were married. A majority (65%) were over 40, with the remaining 35% fairly evenly distributed in the 20-40 range. A total of 21% lacked the qualifications for a bachelor's degree although 93% possessed permanent certification. (Checking revealed that the 7% without permanent certification were recent graduates.) 70% have not been in college on a full time basis within the last eight uears and roughly 70% have taken neither local inservice courses nor local social studies courses for college credit. Approximately 50% have taken on-campus university credit courses. 63% indicated that they had interrupted their teaching careers and, of those, 75% indicated that they would have been interested in participating in local courses to keep abreast of changes in curriculum and methods. These statistics reinforced a suspected need for making

such locally offered courses or workshops available to the temporarily retired teacher.

Needs were also identified in the areas of curriculum planning and method or skill development. When querried about classroom work, 59% reported spending from one (1) to three (3) hours per week on social studies while 32% spent four (4) to six (6) hours and 6½% spent six (6) or more hours. (Grades 4-6 spent slightly more time per week on social studies than K-3--see graph.) Some planning (23%) was based primarily on one particular curriculum guide: New York State Curriculum Guide - 16%, local guide - 3½%, textbook guide - 3%, own plan - 2½%. However, nearly three-fourths (73%) of the teachers employed a combination of curriculum guides for their planning--a personally devised plan used with one or more formal guides.

Some audiovisual aids are widely used, for example: maps and globes - 95%, slide-film projector - 84%, 16 mm sound movie - 83%, overhead projector - 50½%, and opaque projectors - 41%. Also, teachers planned to include with social studies such subject areas as language arts (86%), art (53½%), and music (43%). (Although 66% indicated a desire for help in the development of interdisciplinary skills, only 34½% indicated a preference for such a course if it were offered.) Teachers (74%) did express a desire to meet with other teachers K-12 for social studies curriculum planning and discussion.

Interest in improving planning and methods emphasized the need for courses and it was clear from the respondents that they preferred to have course work provided locally--only 14% indicated a desire to take courses on a university campus. (Compare this statistic to the nearly 50% who <u>have taken</u> on-campus university courses.) One-day workshops were preferred by 43%, followed closely (37%) by locally offered university extension courses. Local inservice courses were the choice of 31%. Interest was expressed in the following courses: Modern

methods of social studies education - 72½%, development of interdisciplinary skills - 34½%, audiovisual skills including photography - 34%, development of local resources - 31%, and geography - 26%.

Graphic Data from the
Elementary Social Studies Survey

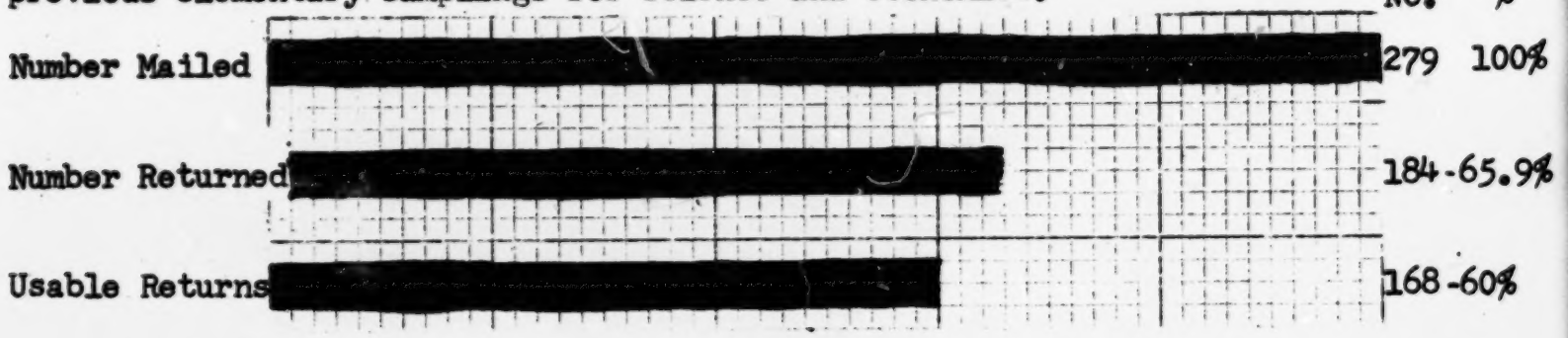
Conducted November - December 1967

by

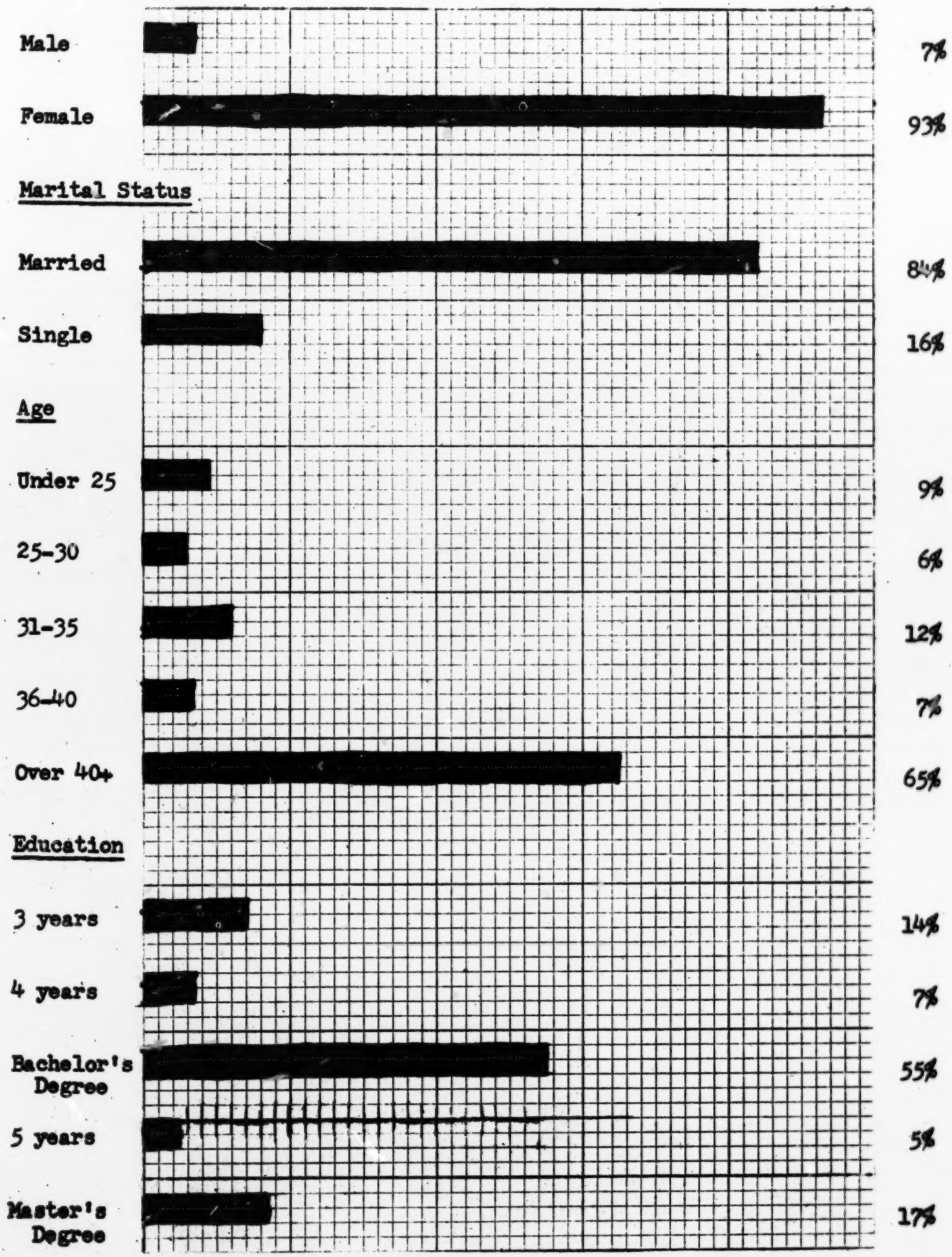
Catskill Area School Study Council

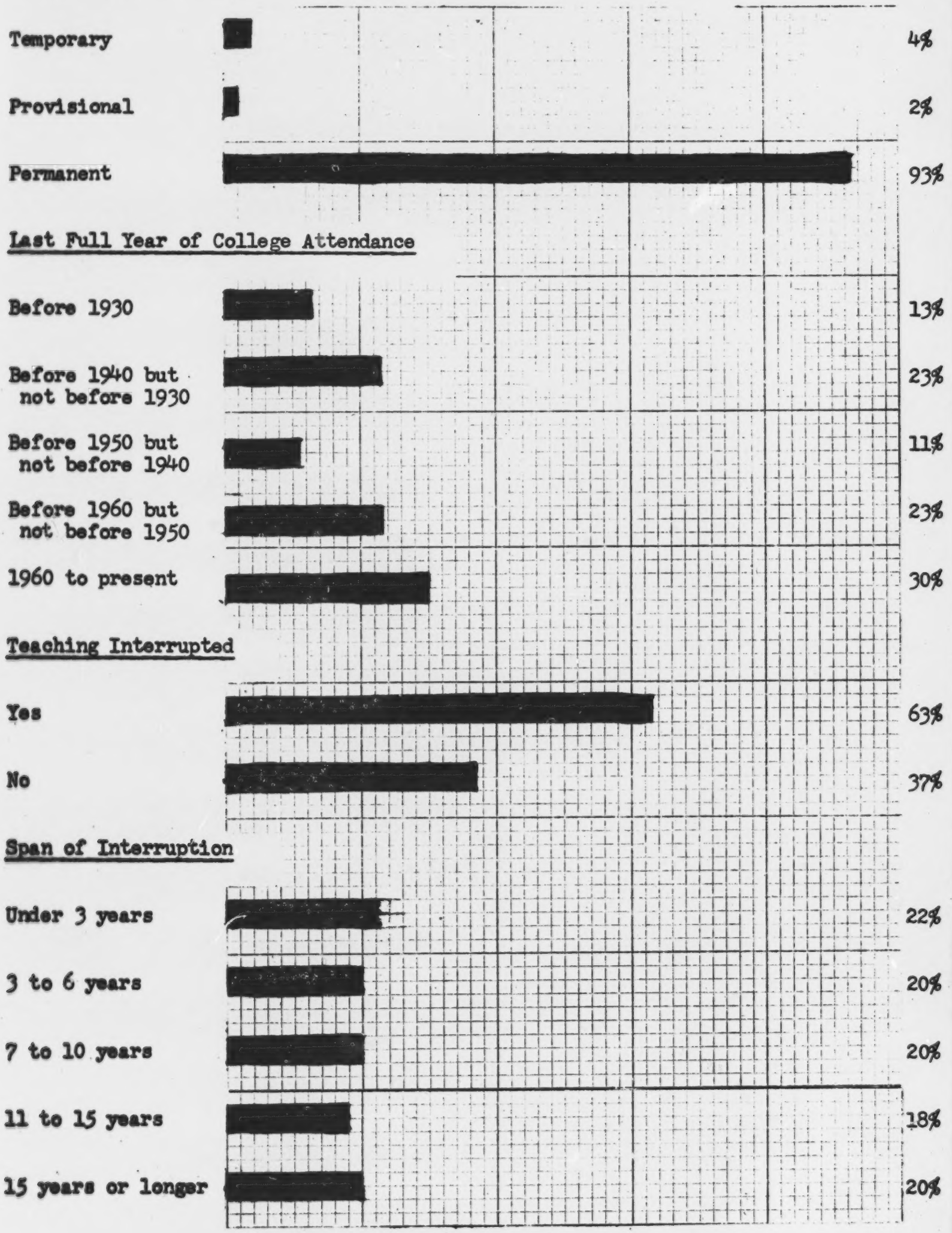
General

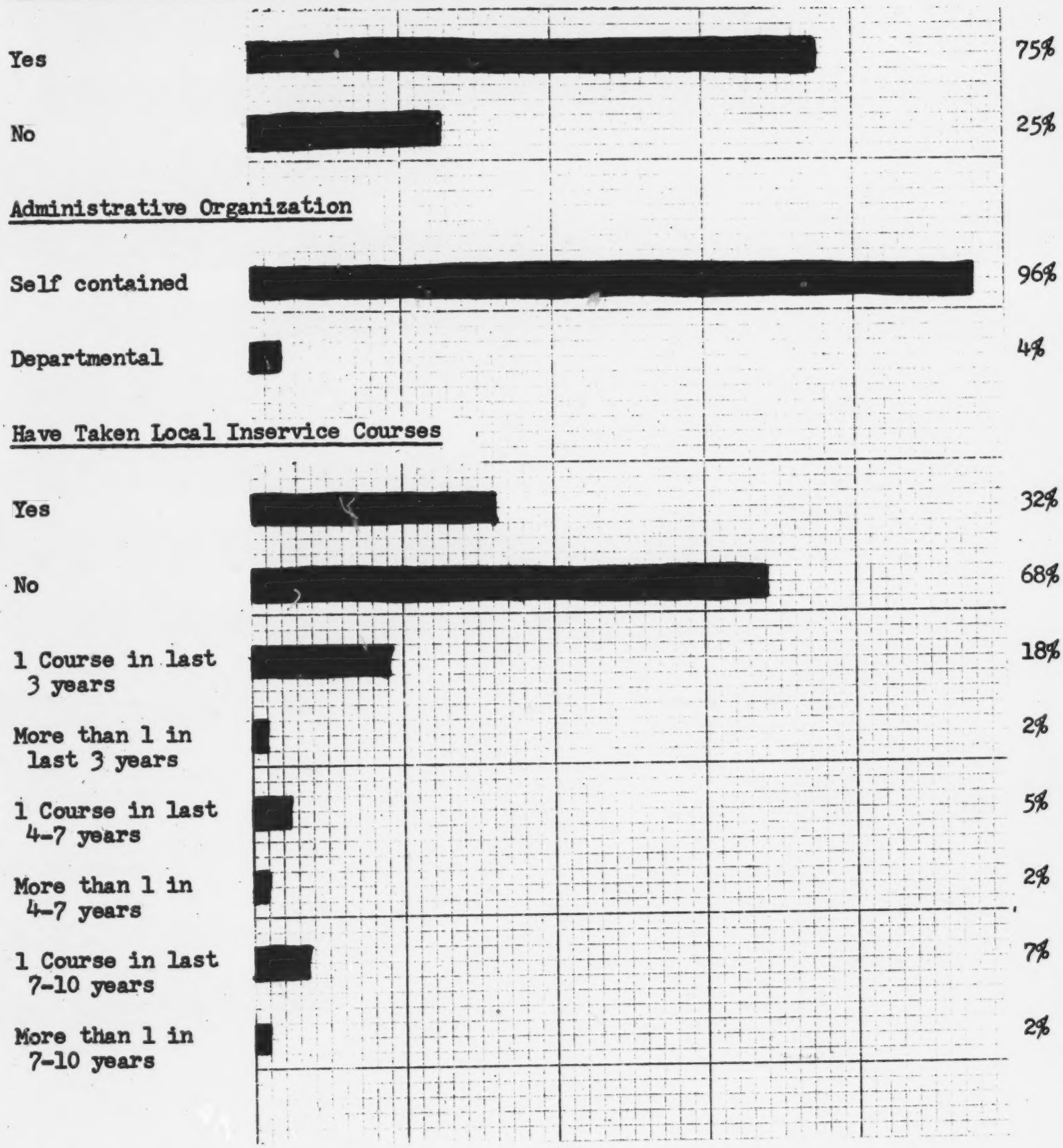
Selected sample of 1/3 of all elementary teachers in the tri-county region (Chenango, Delaware, and Otsego). The other 2/3 of this sample used for previous elementary samplings for science and economics.



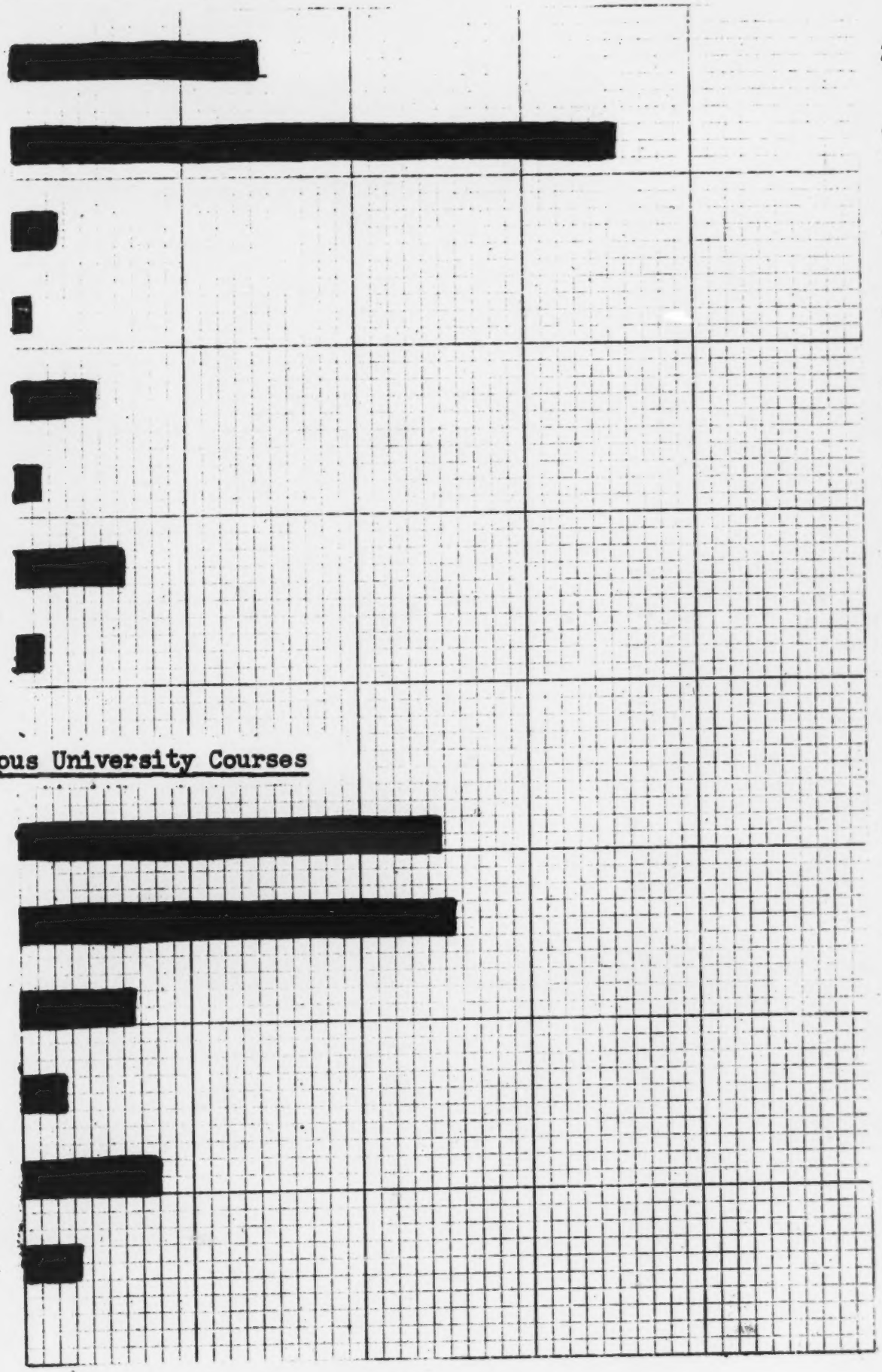
Grade Level


Sex
Male
7%
Female
93%
Marital Status
Married
84%
Single
16%
Age
Under 25
9%
25-30
6%
31-35
12%
36-40
7%
Over 404
65%
Education
3 years
14%
4 years
7%
Bachelor's Degree
55%
5 years
5%
Master's Degree
17%


Certification
Temporary
4%
Provisional
2%
Permanent
93%
Last Full Year of College Attendance
Before 1930
13%
Before 1940 but not before 1930
23%
Before 1950 but not before 1940
11%
Before 1960 but not before 1950
23%
1960 to present
30%
Teaching Interrupted
Yes
63%
No
37%
Span of Interruption
Under 3 years
22%
3 to 6 years
20%
7 to 10 years
20%
11 to 15 years
18%
15 years or longer
20%


Interested in Local Inservice Course during Interruption
Yes
75%
No
25%
Administrative Organization
Self contained
96%
Departmental
4%
Have Taken Local Inservice Courses
Yes
32%
No
68%
1 Course in last 3 years
18%
More than 1 in last 3 years
2%
1 Course in last 4-7 years
5%
More than 1 in 4-7 years
2%
1 Course in last 7-10 years
7%
More than 1 in 7-10 years
2%

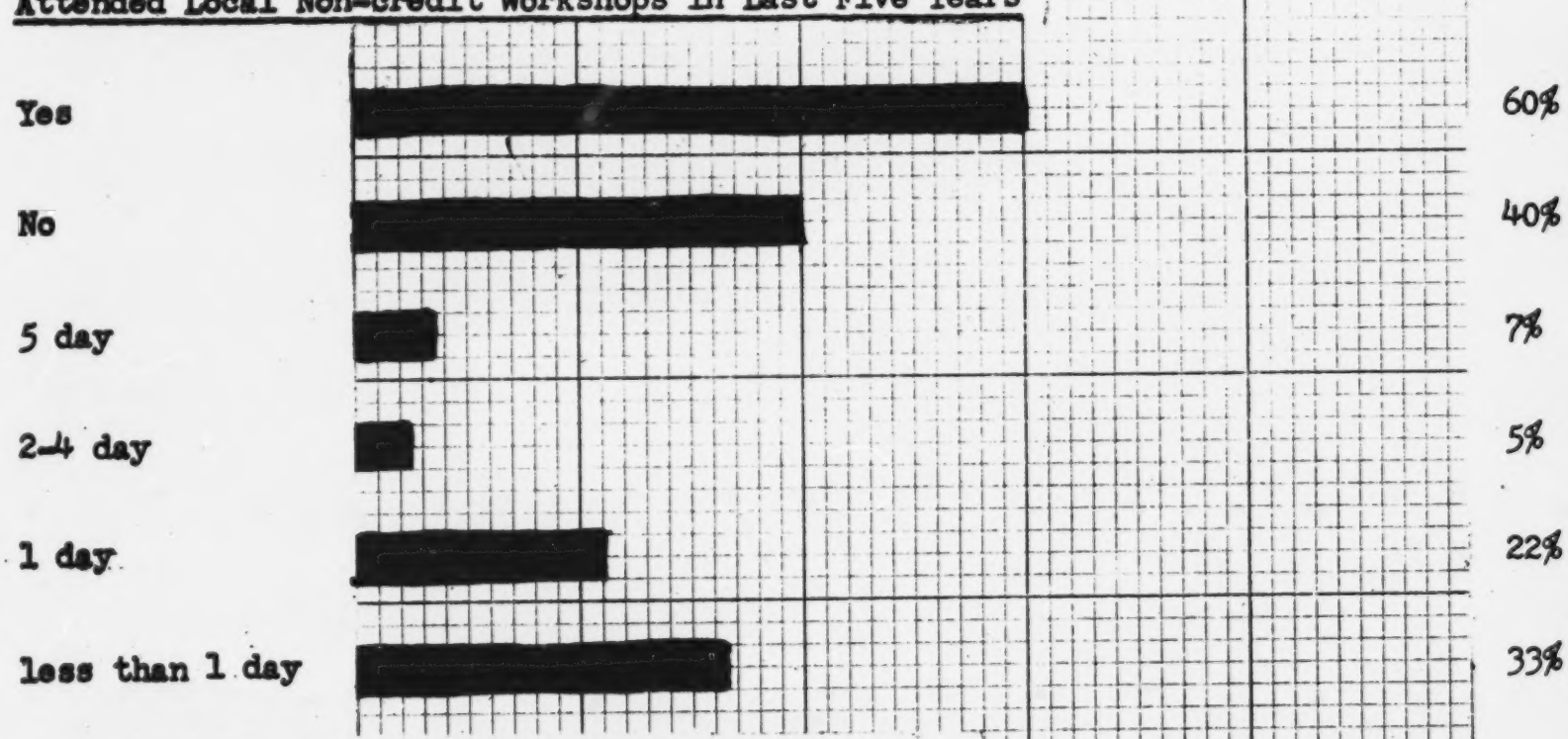
Have Taken Local Social Studies for College Credit



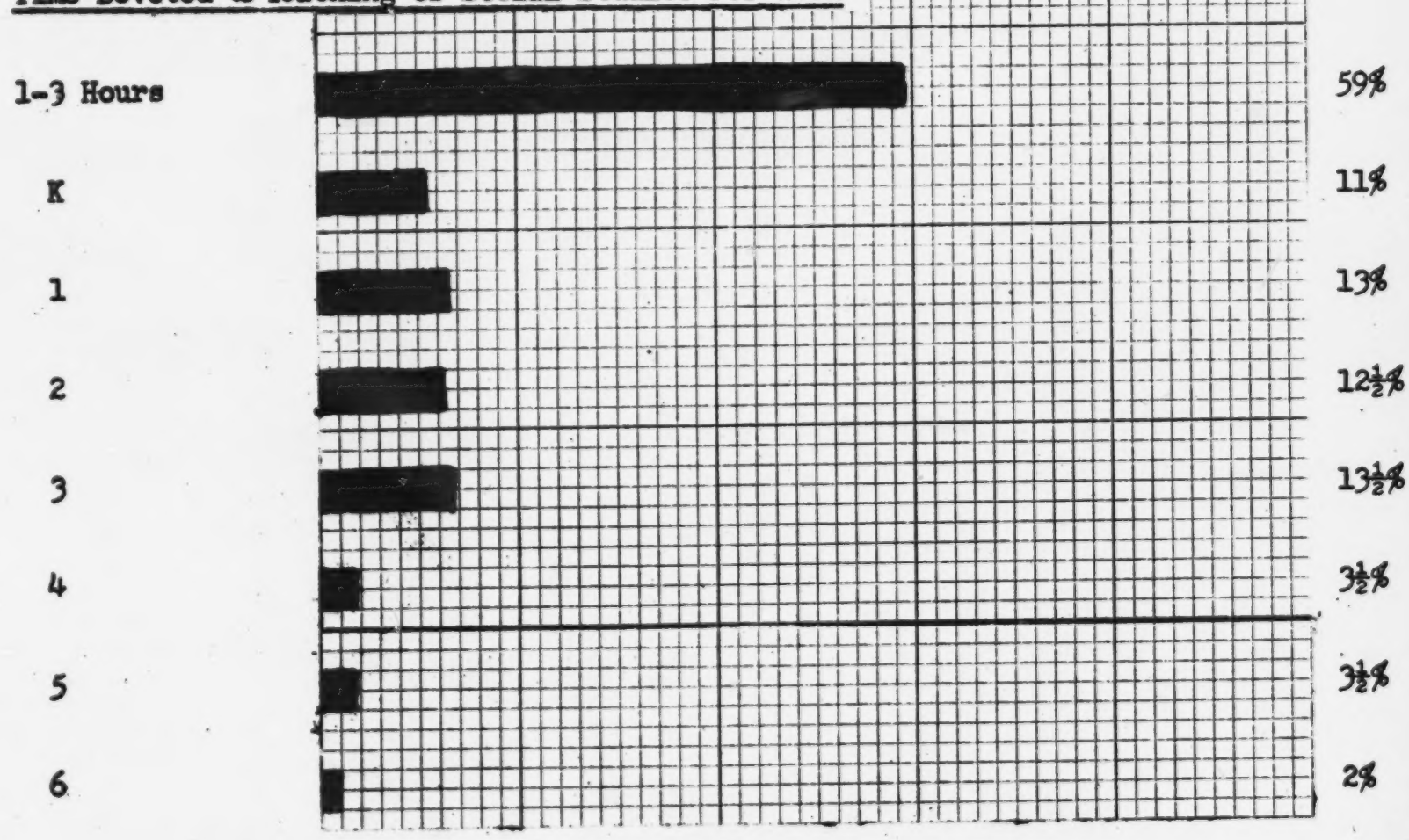
Have Taken On-Campus University Courses

Have Taken On-Campus University Courses (continued)

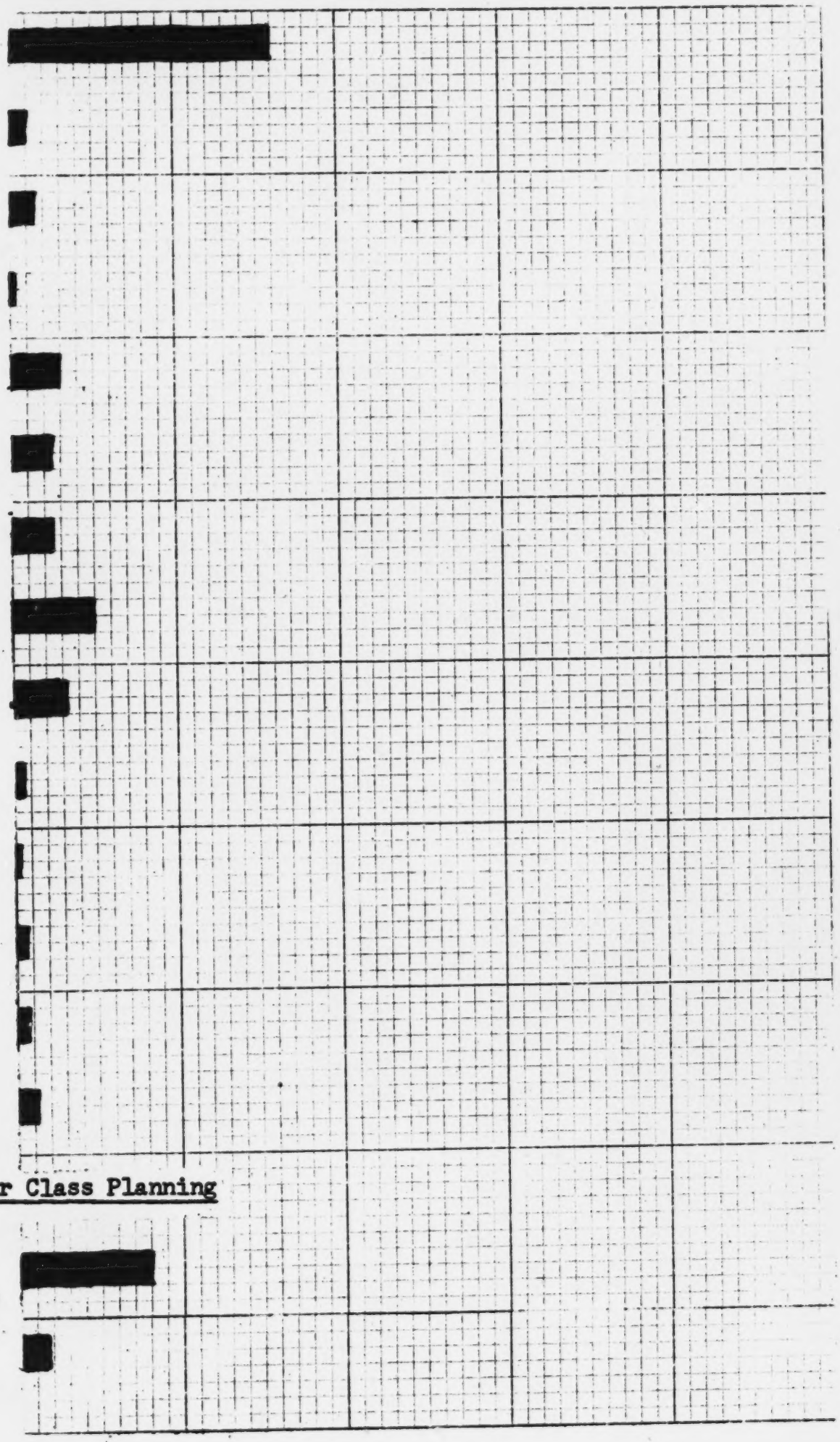
Attended Local Non-credit Workshops in Last Five Years



Time Devoted to Teaching of Social Studies Per Week

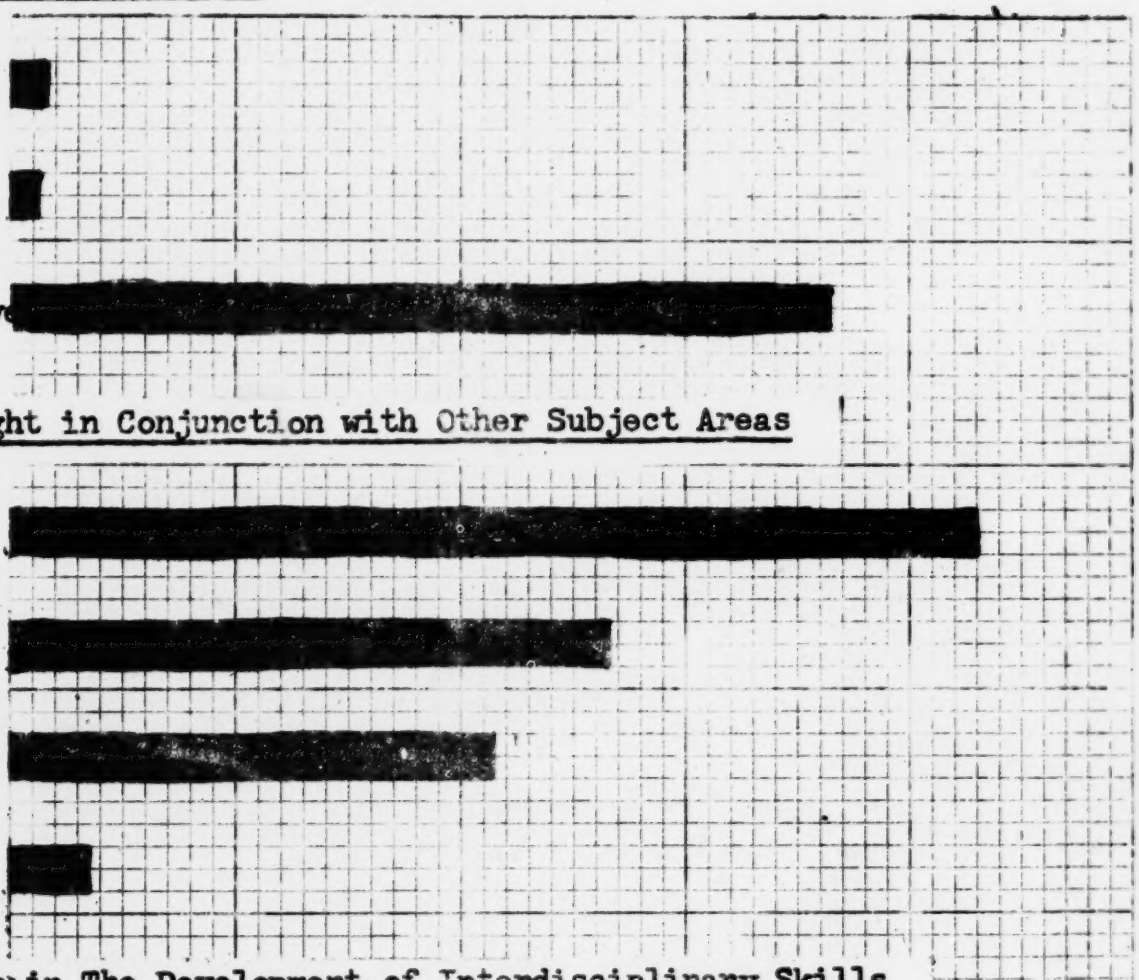


Time Devoted to Teaching of Social Studies Per Week (continued)



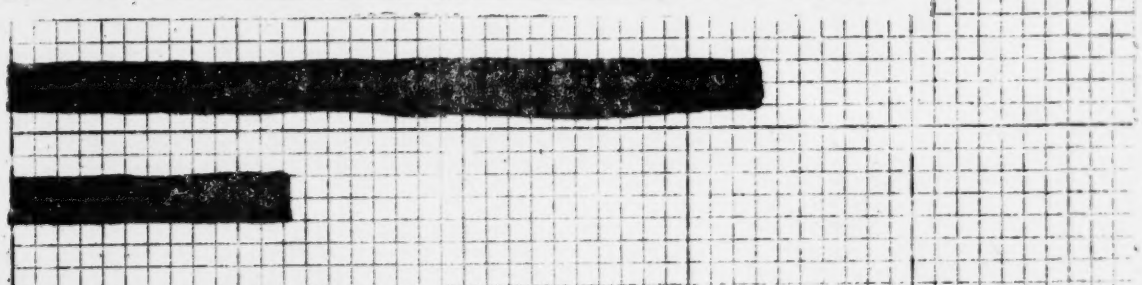
Materials Used for Class Planning

Materials Used for Class Planning (continued)

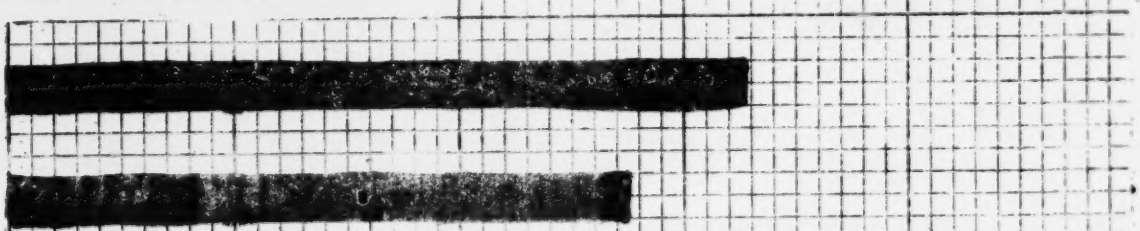


Social Studies Taught in Conjunction with Other Subject Areas

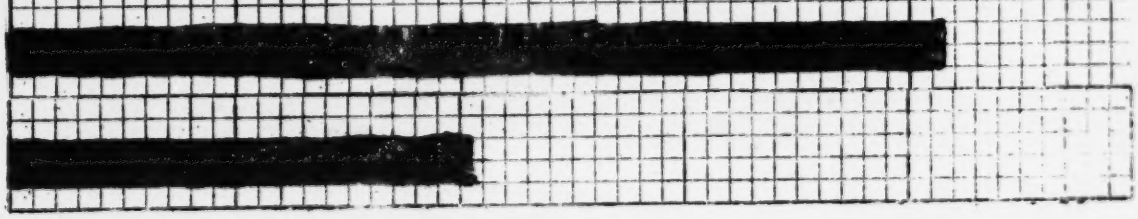
Would You Like Help in The Development of Interdisciplinary Skills



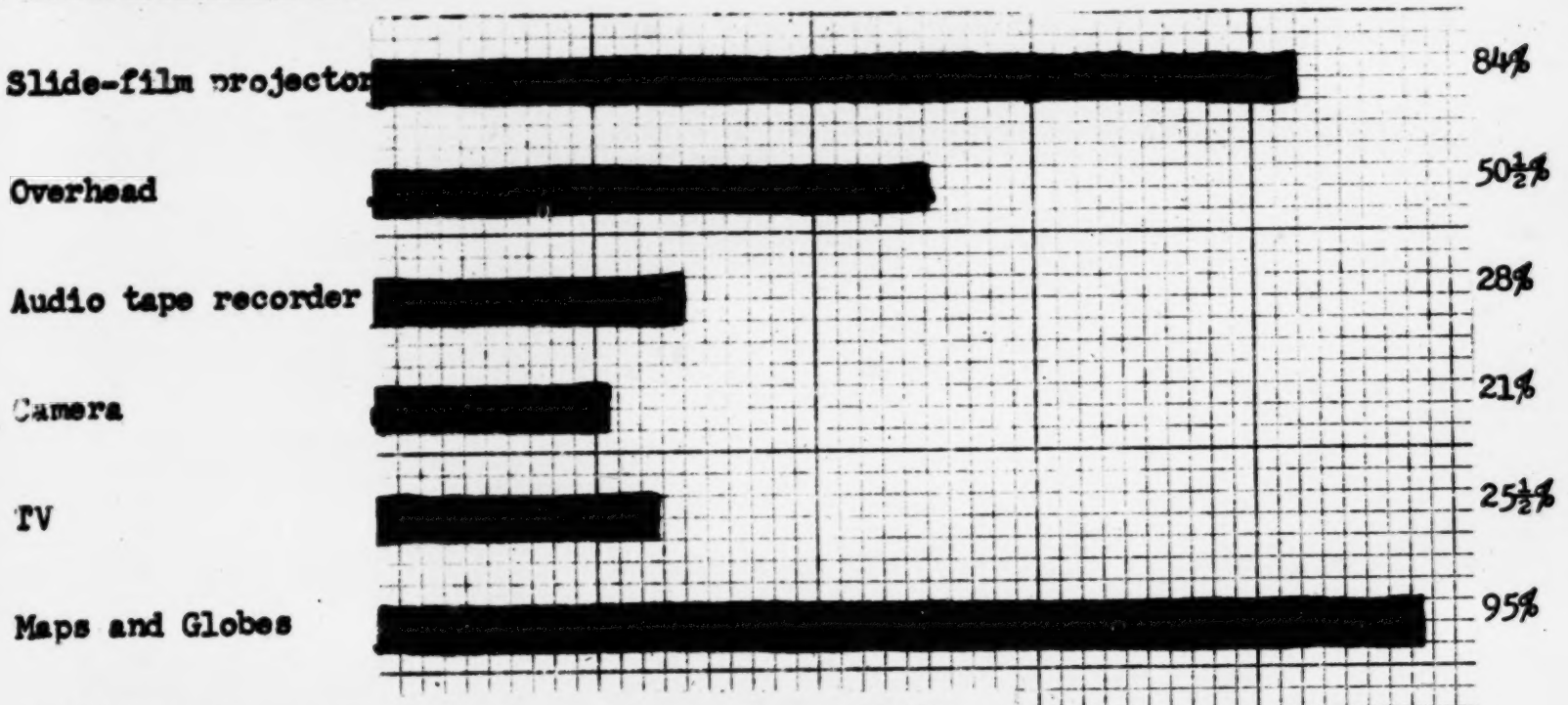
Teaching of Ethical and Moral Values is:



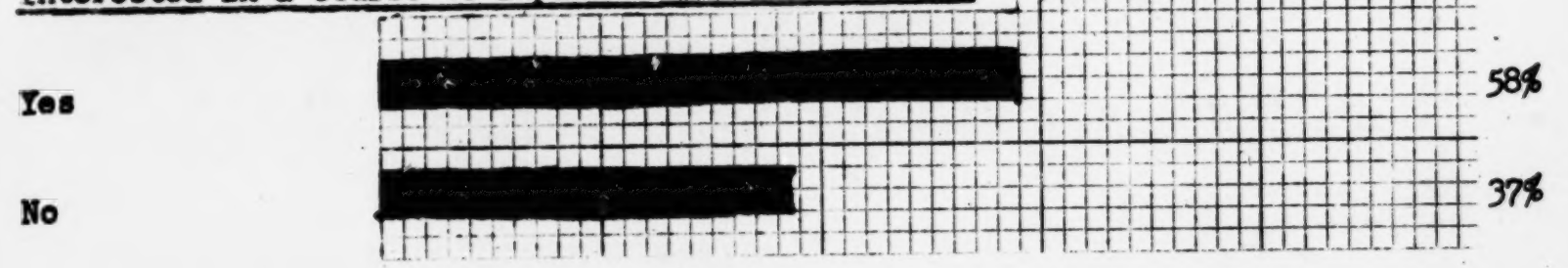
Audio-Visual Aids Used



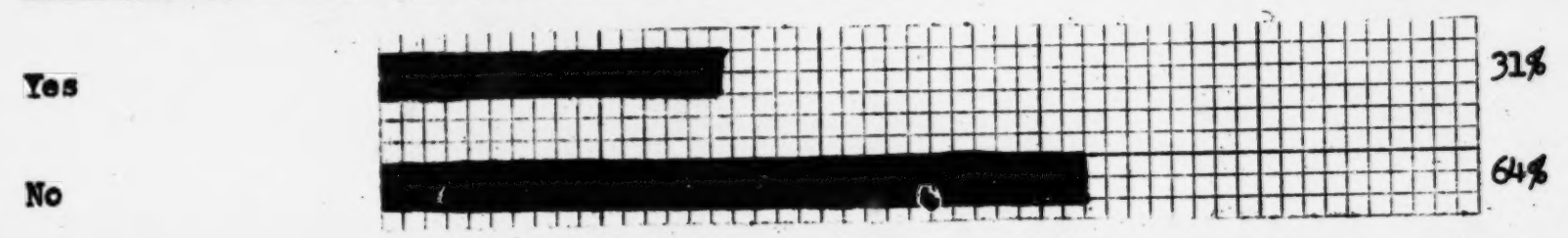
Audio-Visual Aids Used (continued)



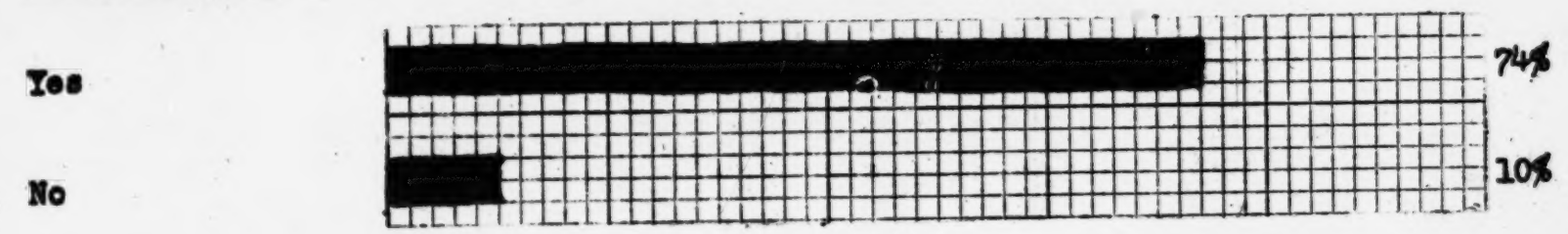
Interested in a Course to Expand Audio-Visual Skills

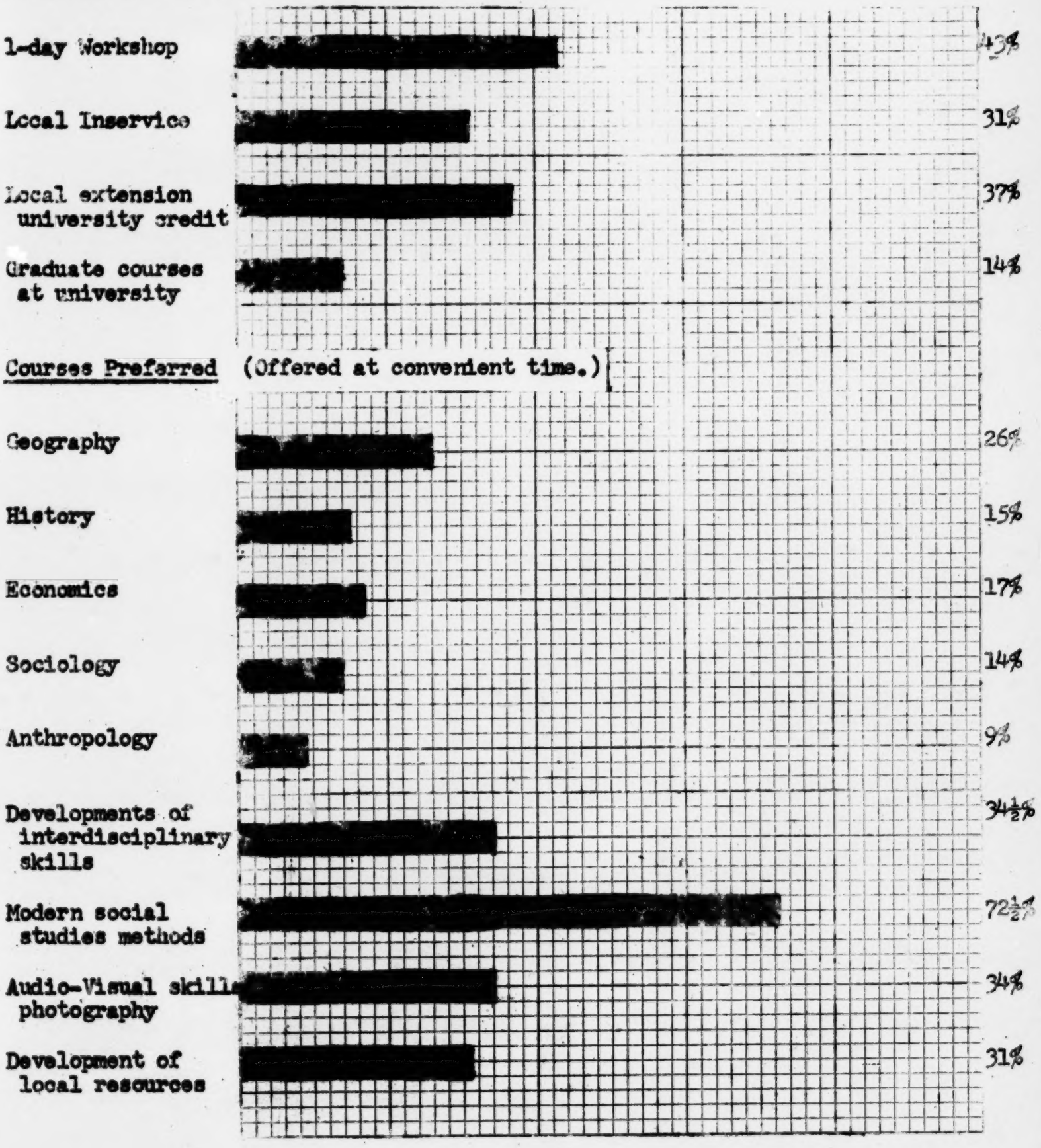


Meets with Other Teachers K-12 for Social Studies Curriculum Planning and Discussion



Would Like to Meet with Other Teachers K-12 for Social Studies Curriculum Planning and Discussion




Best Type of Course
1-day Workshop
43%
Local Inservice
31%
Local extension university credit
37%
Graduate courses at university
14%
Courses Preferred
(Offered at convenient time.)
Geography
26%
History
15%
Economics
17%
Sociology
14%
Anthropology
9%
Developments of interdisciplinary skills
34½%
Modern social studies methods
72½%
Audio-Visual skills photography
34%
Development of local resources
31%

Average Teacher Surveyed by Elementary Social Studies Questionnaire:

woman - married - over 40

bachelor's degree

permanent certification

last full year of college attendance - early 50's

interrupted her teaching for approximately 9½ years

would have been interested in local inservice course during interruption

works in self-contained classroom

has not taken local inservice college credit course or local college extension course in social studies

may have taken on-campus course in social studies in last 5 years

has attended local non-credit workshop within last five years

spends about 4 class hours per week on social studies - uses a combination of state, local, textual, and own curriculum plans.

teaches social studies in conjunction with another subject - language arts

would like help in development of interdisciplinary skills

plans for teaching of moral and ethical values

uses 16mm sound movies

uses slide - film projectors, overhead projectors, maps & charts - may use opaque projector

is interested in learning to use additional audiovisual equipment

would like one-day workshop, local inservice, local extension course - college credit (locally taught courses on workshop)

would like course in area of modern social studies methods

SECONDARY SOCIAL STUDIES SURVEY

The social studies today are in a period of "ferment"[1] and reappraisal which is a reflection of the entire curriculum movement. The new social studies, however, came late in the contemporary curriculum reform movement.[2] About five years ago three major developments emerged which were to affect the development of the social studies.

> "First, the educational community saw that the social studies had failed to keep pace with the curriculum reform in science and mathematics. Yet the world's most pressing problems--war, the population explosion, racial relations all fell within the social studies area. Second, new knowledge about the way in which children learn demanded new materials of instruction and new teaching techniques. Finally, money from private foundations and the government became available to support research. University scholars, elementary and high school teachers, and school administrators quickly joined forces to push reform."[3]

Currently, more than fifty major curriculum projects were exploring and developing different methods and materials to teach the new social studies. Fundamentally, these projects are being financed and conducted by various agencies: the Federal and State Governments, private foundations, public school systems, and businesses. The results of the efforts of these groups are currently becoming evident as the material emerges from the projects into the dissemination stage. There is still a great need for evaluation and testing to see "whether the new curriculum is really better than the old one."[4]

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[1]Benjamin Cox and Byron G. Massialas, Social Studies in the United States (New York: Harcourt, Brace and World, Inc., 1967), p. 4.

[2]Edwin Fenton, The New Social Studies (New York: Holt, Rinehart and Winston, Inc., 1967), p. 2.

[3]Ibid., p. 3.

[4]Irving Morrissett (ed.), Concepts and Structure in the New Social Science Curricula (New York: Holt, Rinehart and Winston , Inc., 1967), p. 10.

Recently two significant, yet unrelated, conferences were held to discuss the ideas, problems, and future of the new social studies. Leading scholars in the social sciences and education as well as classroom teachers were present at these conferences. One conference, the Cranbrook Curriculum Conference, was held in Bloomfield Hills, Michigan, in 1966 and the other was sponsored by the Social Studies Consortium at Purdue University during January 29-30, 1966. The publications resulting from these conferences reflected the views, ideas, and problems of the new social studies as seen by the participant.[5] The following list is a synthesis of the views presented by both publications in relation to the major ideas and problems of the new social studies.

<u>The ideas upon which the new social studies are founded</u>:

1. There is renewed emphasis on the reorganization of courses around the concepts and structures of the social science disciplines.
2. The social studies need to be made more analytical and scientific. The process of inquiry needs more emphasis in preparing students to learn how to think; in particular so they may transfer their process to real life situations when their formal education terminates. In the inquiry process the students active role in the learning process must be increased.. Daily lessons must no longer be aimed at low level cognitive coverage by use of the textbook, but rather, new focus must be given to activities, case studies, and the tangible primary raw materials of living history such as letters, documents, comparative statistics, and artifacts.

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[5]Nancy W. Bauer (ed.), <u>Revolution and Reaction, the Impact of the New Social Studies</u> (Bloomfield Hills, Michigan, the Cranbrook Press, 1966), Morrissett.

3. Renewed thought is being given the skill of stating and writing objectives in behavioral terms reflecting the cognitive and affective domains.[6] This process appears to be of particular value for evaluation purposes.
4. The development of new materials to meet the demands of the new social studies with an inquiry based philosophy of vital concern. Consideration is being given to recent developments in audiovisual materials and generally all technological developments in media.
5. New teaching strategies are being developed and evaluated.
6. A critical look is being taken at the new role required in the student-teacher relationship.
7. Recent thoughts on the "learning process" are being considered, particularly concerning <u>when</u> we learn and <u>how</u> we learn.

<u>The major problems the new social studies face</u>:

1. Will the efforts of the various projects prove to be too divergent to be of concrete use, particularly relating to content versus process and independence versus integration of the disciplines?
2. Will the resources developed by the projects be disseminated usefully or will they fall into the hands of small groups or be controlled by a few monopolistic companies?
3. What is the most effective and efficient way to train teachers in the new social studies?
4. In what way will the academic departments of the college and universities contribute to the movement?

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[6] As suggested by Benjamin S. Bloom in <u>Taxonomy of Educational Objectives. Handbook I: Cognitive Domain</u> (New York: David McKay Company, Inc., 1956) and David R. Krathwol in <u>Taxonomy of Educational Objectives - Handbook II: Affective Domain</u> (New York: David McKay Company, Inc., 1964).

5. What will be the reaction of school administrators, parents, and the public to the new social studies which will apply the scientific method to such "closed areas" as sex, morality, religion, national history, politics, and the family?
6. How do we find out if the new social studies are really better than the old?

New York state has reflected many assumptions of the previously mentioned ideas concerning the new social studies. The State Education Department has written new syllabi for the entire elementary and secondary school social studies curriculum. This material is currently being evaluated and revised. This development, along with the changing philosophy toward regents examinations, indicates a change in direction and attitude toward the social studies.

In many cases the new social studies is the synthesis of what social scientists and educators have been advocating for years. The new revolution in the social studies is apparent.[7] However, it is only the beginning of a long process which must continually be evaluated and revised. The process of change is a difficult one. The challenge has been offered, it can only be met by evangelic, interested, and critical citizens and educators. One might say that the first page of a long book has been written.[8]

Analysis of Secondary Social Studies Education in the Western Catskill Area Schools

The PROBE area includes all or part of five counties in central New York state. The counties are: Chenango, Delaware, Montgomery, Otsego and Schoharie.

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[7] Fenton, The New Social Studies.

[8] Morrissett, p. 9-10.

In order to further understand the state of the social studies in secondary schools and the teachers involved in teaching them a survey was conducted under the auspices of the Catskill Area School Study Council. Questionnaires were sent to all of the secondary social studies teachers in the area during November and December, 1967. Fifty-six percent of the questionnaires were returned and considered suitable for analysis. A detailed analysis of the results is located in the final section of this report.

The following data deduced from the survey, is presented for your information.

Seventy-three percent of the teachers surveyed were male and 69% were married. Thirty-nine percent were over the age of 40. (Part I, Items 1-3.)

A high percentage of teachers had education beyond the B.A. degree (72%). Sixty-five percent of the teachers were permanently certified by the state. Most of the teachers (61%) have participated in full time college in the past seven years (Part I, Items 6-8.)

A significant percentage of the teachers have made teaching their only concern (59%). This fact also may be attributed to the large number of men in this sample, who, unlike women, have not left teaching to raise a family. This sample also reflected a younger total age group when compared to the Elementary Social Studies Survey. (Items 3, 9.)

In general, most of the teachers followed the syllabi recommended by the State Department of Education (93%). However, there was evidence that many "new" programs were underway (55%). Most of the "new" programs being attempted or planned were reflections of the "new syllabi" suggested for experimentation by the state. Apparent centers of interest concerning the Age of Homespun (Grade 7) continually showed up. (Part II, Items 4-6.)

There was clear indication that the teachers of the social studies need more education in the various social sciences. History, without question, ranked first in the preparation of the teachers surveyed. Anthropology was last. It is interesting to note that the course most teachers requested for further study was cultural anthropology. (Part III, Item 1; Part IV, Item 2.)

The "lecture method" is still used quite exclusively by most teachers. However, there is confusion as to what the lecture method really is. Many teachers confuse it with informal teacher lead discussion. There was strong indication that discussion and demonstration is increasingly being used. Using the classroom as a laboratory received little response, which might well reflect a misinterpretation of the concept. (Part IV, Item 1.)

The "inquiry approach" appeared to be used and considered by a large number of teachers. However, there appeared a significant number of teachers who felt that they were not fully prepared to teach using this method. Many respondents also misinterpretated its meaning. (Part IV, Item 3.)

Most of the teachers appeared satisfied with the audiovisual materials their schools had (63%). They thought that they had adequate facilities and equipment to teach their social studies classes. The question to be considered here is what is adequate and how many of the materials available are used? The difficulty of having audiovisual material at hand when they are needed is still a common problem. Many teachers find themselves in the precarious position of using non pertinent materials due to scheduling problems. For example, many teachers show their Civil War movies when they are investigating World War I. (Part IV, Item 4.)

The teachers largely requested further preparation in the social sciences (86%). The requests were spread quite equally among the social sciences. Generally, those teachers attempting new courses requested parallel social

science courses from the university. It's unfortunate that more preparation can't take place, not expost facto. (Part II, Item 4, 5; Part V, Item 2A.)

The large number of teachers requesting further preparation preferred to have their preparation during six week summer sessions. Closely allied to this first request was the desire to have college credit courses close to the local area during the academic year. Without much question, the teachers wanted to receive credit for these courses so they might apply it to salary increments. (Part V, Item 2B and 2C.)

The teachers in this survey* demonstrated a definite desire to improve their education. They are aware of and want to become more familiar with the "new social studies." They desire more materials and training in using them. The information provided by them through Catskill Area School Study Council is sincerely appreciated by the PROBE staff and hopefully will be reflected in its program for improving the social studies in the area. This information was used in the development of the Project PROBE Social Studies Component submitted January 1, 1968, to Albany and the United States Office of Education.

*Many of the basic conclusions of this survey are supported by those in the Economics Component survey "An Inventory of the Needs of Teachers of Economics in the Catskill Area Schools," compiled by Dr. Sanford Gordon and Dr. Robert Carson under the auspices of Catskill Area School Study Council.

Data Analysis of the Study of the Status of Teacher Preparation and Experience for Teaching Secondary Social Sciences

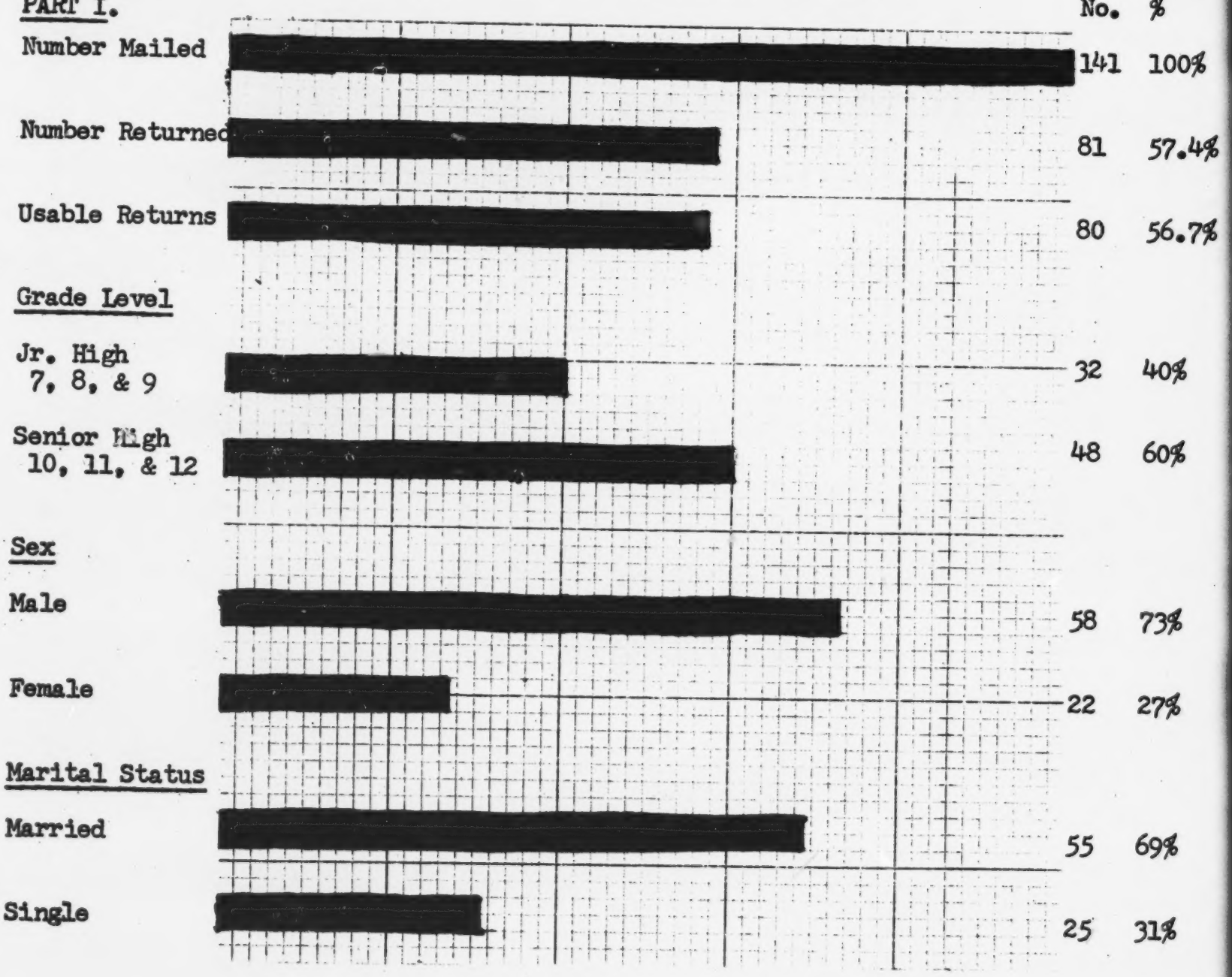
Conducted December, 1967

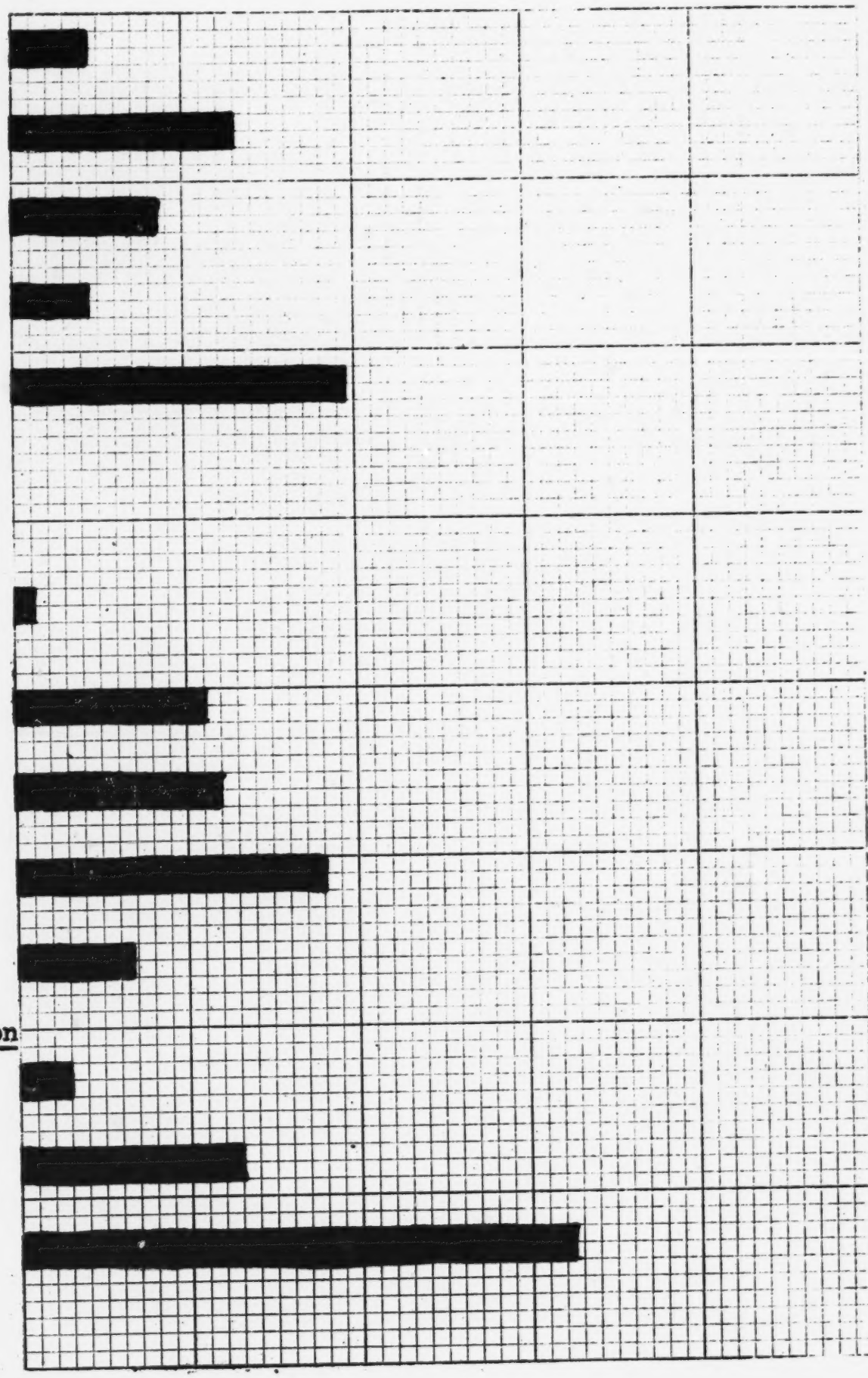
by

The Catskill Area School Study Council

General

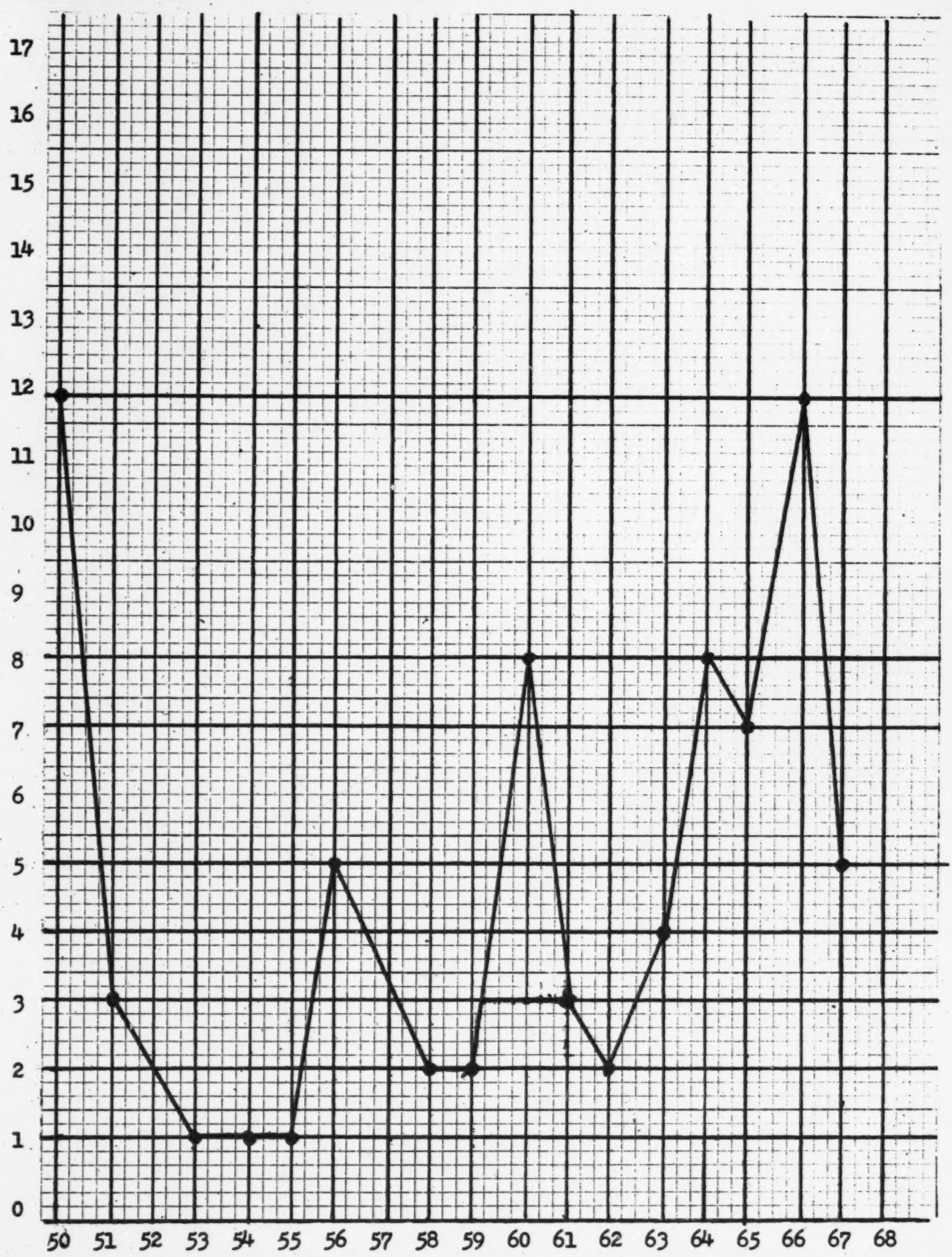
The following is a brief analysis of the questions asked on the questionnaire sent to 141 secondary (7-12) social science teachers in Chenango, Delaware, Montgomery, Otsego and Schoharie counties.

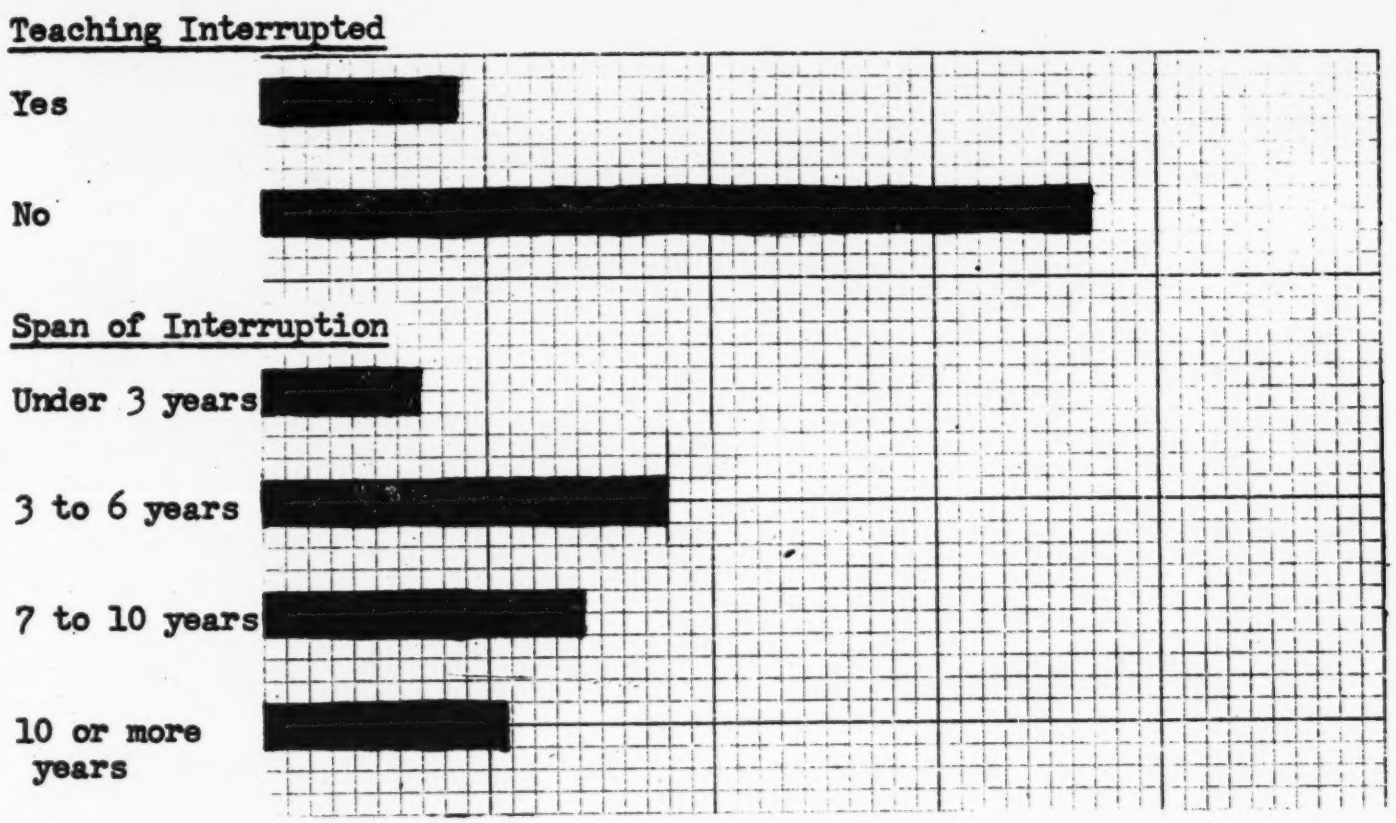




	No.	%
Age		
20-24	7	9%
25-30	21	26%
31-35	14	17%
36-40	7	9%
40+	30	39%
Education		
3 years	0	0
4 years	2	2½%
Bachelor's Degree	18	22½%
5 years	19	24%
Master's Degree	28	36%
6 or more years	11	13½%
Certification		
Temporary	5	6%
Provisional	21	26%
Permanent	52	65%

Last Full Year of College Attendance




Teaching Interrupted
No.
%
Yes
14
17½%
No
59
74%
Span of Interruption
Under 3 years
2
14%
3 to 6 years
5
36%
7 to 10 years
4
28½%
10 or more years
3
21½%

PART II - Instructional Responsibilities

1. What subjects do you teach?

REGENTS		NON REGENTS	
1. American History 11	24	4. American History 11	19
2. American History 12	6	5. Problems of American Democracy	7
3. World History	31	6. Economics	10
		7. Sociology	4
		8. World History	12
		9. 7th Grade Social Studies	28
		10. 8th Grade Social Studies	25
		11. Other (please list)	
		Asian Studies 9th Grade	12
		World Geography 9th	14
		Advanced Government	3
		Political Science	2
		Modern World	1
		Psychology	1

2. Are any of the subjects you teach offered only in alternative years?

Yes 3 No 77 If yes, please indicate using the number above in Question (1.)

1. Non Regents American History
2. Non Regents World History
3. Problems of Democracy

3. What is the approximate average enrollment in each of the courses which you teach?

The figures below are approximate averages of all of the teachers surveyed.

Course	Enrollment
American History Regents	21
World History Regents	23
American History Non Regents	17
World History Non Regents	15
Problems of American Democracy	16
Economics	12
Sociology	20
7th Grade Social Studies	25
8th Grade Social Studies	23
9th Grade World Geography and Asian Studies	23
Advanced Government	18
Political Science	10
Psychology	30 (one class)

4. Are you currently teaching any "new" programs? Yes 44 (55%) No 36 (45%)

If yes, please explain which one (s): (The courses are listed in order according to the largest to smallest numbers selected.)

1. Asia and Africa (9th grade)
2. 7th and 8th grade non syllabus
3. Age of Homespun (7th grade)
4. American Studies (11th)
5. Economics
6. Political Science
7. Modern World History
8. Advanced Government
9. American Issues
10. Sociology
11. Social Psychology

Most of the "new" courses listed above are reflections of the new curricula being advised for experimentation by the State Education Department.

5. Do you plan on teaching any new programs in the 1968-69 school year?

Yes 23 (29%) No 55 (69%) Blank 2

The courses which will be started in the 1968-69 school year are listed below in order of selection.

1. Economics
2. Asia Africa
3. American History (11th)
4. Political Science
5. Age of Homespun
6. 7th and 8th grade new syllabus
7. Latin America
8. Humanities
9. Modern World History
10. Soviet Government
11. American Issues
12. Sociology
13. Problems of American Democracy
14. Advanced Government

6. Do you presently use the New York State suggested curriculum as a guide?

Yes 74 (93%) No 6 (7%)

PART III - Educational Background

1. Please fill in the chart below, indicating the number of college courses (2 or more semester hours) you have taken in each of the social science areas listed, and the year (s) in which these courses were completed. Example: If you completed a Sociology course in 1958, and another in 1963, place a "1" in the Sociology column across from 1958-62 and another across from 1963-64.

Course Completed	Sociology	Anthropology	Economics	Geography	History	Political Sciences	Psychology	Other
1967 or in Progress	7	2	22	11	40	5	11	
1965-66	13	18	25	26	68	29	13	
1963-64	19	8	18	22	118	31	25	
1958-62	49	13	47	62	202	51	43	
1948-57	21	4	41	36	124	25	22	
1947 or earlier	33	4	46	40	167	48	36	
Totals	142	49	199	197	719	189	150	

2. Approximately what percentage of the social science courses indicated above were taken in:

_____ Campus residency during academic year

_____ Summer session

_____ On-campus extension courses

_____ Off-campus extension courses

3. List below any institutes such as NDEA which you have attended:

Year	Title	Length

Sixty of the eighty teachers responding had not attended any institute (75%). The various institutes attended have all taken place since 1960.

4. How many days (two hours or more) of secondary school social science workshops (locally, state or college sponsored) did you participate in during:

1967	165
1966	185
1964-65	127
1962-63	47

Twenty-four of the eighty responses had not attended any workshops (30% not attending any).

PART IV - Course Organization

1. For each of the social science courses you teach, estimate the percentage of total class time devoted to each of the activities listed in the chart:

Courses	Average Figures Lecture	Class Discussion	Demonstration	Labs
American History	35%	45%	15%	5%
World History	40%	35%	25%	
Asia and Africa	25%	35%	30%	10%
Economics	35%	50%	15%	

There were very poor responses to this question. The above figures are estimates based on the responses.

2. Is a team teaching approach used in any of the social science courses you teach?

Yes 3 (4%) No 77 (96%) If yes, specify which courses: 1. World History (2) 2. American History (1)

3. Are you familiar with the nature of the inquiry approach used in social science instruction?

Yes 73 (91%) No 5 2 blank

If yes, do you feel that the approach is an effective way to teach the social science?

Yes 56 (70%) No 15 9 blank

Do you use it now? Yes 59 (74%) No 16 (13 respondents said "sometimes" - which the researcher included as "yes" - 5 blank.)

Do you plan to use it in the future? Yes 63 (79%) No 14 3 blank

Do you feel you are fully prepared to teach using this approach?

Yes 15 No 56 (70%) 9 blank

Comments: It seems logical to deduce from the above percentages that there is a definite need for more clarification and training in the inquiry method. Those teachers who wrote comments were concerned about similar problems related to the inquiry method. The most common problems mentioned in their order of concern were:

1. "There hasn't been adequate training for this method."
2. "There are too few facilities available."
3. "I'm just not familiar enough with the idea."
4. "It's only for those above average."
5. "It can only be done in small groups."

4. Do you have available audiovisual facilities and equipment necessary to conduct your social science classes adequately?

   Yes 50 (63%) No 30 (37%)

PART V.

1. Do you feel that you need additional social science background in order to teach all of your courses effectively?

   Yes 69 (86%) No 11 (14%) No's largely teacher over 40+

2. If you answered "yes" to the above question, please complete each of the following:

A. Below are listed broad areas of the social science disciplines. Place a check mark before each of those in which you feel you need greater competence in order to effectively teach your present social science courses.

Sociology:

19	Social Institutions	14	Social Psychology
16	Public Opinion & Propaganda	7	Communities
17	Class, Status & Power	6	Social Statistics
5	The Family	21	World Population Problems
21	Race Relations		Others (List)
12	Sociology of Professions and Occupations		Introduction to Sociology I
19	Crimineology		
15	Juvenile Delinquency		
19	Small Group Dynamics		

Total - 191

Anthropology:

30	Cultural Anthropology	10	Evolution of Man
11	Physical Anthropology	16	Culture Dynamics
19	Archaeology	17	Cultural Ecology
14	Pre-history of Selected Areas	11	Ethnology of Selected Areas
14	Northeast Indians		Others (List)
15	Culture & Personality		Social, Economic Political Organization of Asia
4	Linguistics		
16	Human Races		Introduction Anthropology
17	Primitive Culture		

Total - 194

Economics:

13	Fundamental Economics	9	Collective Bargaining
16	Economics of Consumption	18	International Trade & Finance
16	Money & Banking	16	Micro Economics
17	Public Finance & Taxation		Others (List)
17	Labor Economics & Problems		Economic History of Europe
17	Macro-Economic Analysis		
17	History of Economic Thought		
18	Economic History of the United States		

Total - 174

Geography:

20	Human Geography	19	Geography of Asia
15	Economic Geography	6	Conservation of Natural Resources
5	Geography of the Northeast	18	Urban Geography
9	Weather & Climate	11	Historical Geography of the U. S.
15	Cartography		Others (List)
6	Geography of North America		
3	Geography of South America		
7	Geography of Europe		
17	Geography of Africa		
10	Geography of the Soviet Union		

Total - 161

History:

10	Europe 1500 to 1800	19	History of Russia
7	Europe since 1800	13	Diplomatic History of the U. S.
7	American History to 1865	12	European Diplomacy

History: (Continued)

11	History & Government of New York State	10	20th Century Political Thought
12	Latin America	16	Social & Intellectual History of the U. S.
21	Asia	8	Historeography
8	Greece & the Orient		Other (List)
6	Rome & the West		African History - 6
14	History of England		India - 1
9	The Middle Ages		China - 1
9	History of France		Japan - 2
			Pre-Columbian - 2
	Total - 197		Social & Intellectual History of Europe - 1

Political Science:

7	State & Local Government	12	Political Parties
13	Comparative Politics	14	Pressure Groups
8	American Political Thought	3	The Legislative Process
15	Major Governments of the Western World		Others (List)
5	The Constitution		
17	Government of the U.S.S.R.		
20	International Relations		
9	Inter-American Relations		
	Total - 123		

Psychology:

6	Personality	13	Psychology of Learning
12	Analysis of Behavior	2	Theory
11	Psychology of Adjustment		Others (List)
13	Abnormal Psychology		Adolescent Psychology 1
13	Social Psychology		
4	Child Psychology	Total - 74	

B. Please choose from the list below, the three arrangements you feel most desirable for obtaining the additional social science preparation you indicated above. Rate them (1, 2, 3) in order of your preference. If you have no preference, place a check mark before the first statement only.

19	No particular preference.
3rd	Extension courses for college credit, conducted on a college campus during the evening.
2nd	Extension courses for college credit, conducted during the evening at a center within 30 miles of your home.
6th	Saturday classes for credit on a college campus.
1st	College courses conducted during a regular six-week summer session.
4th	Intensive college courses conducted during a three-week summer session.
7th	Any of the above arrangements, but offered as non-credit programs.
5th	Non-credit workshop experiences organized by the local school system.

C. Do you feel that your school district should be obligated to reimburse you for the time you devote to participation in inservice education programs?

Yes 56 (70%) No 20 4 Blank